



**Job title: Learning Support and EAL Teacher**

**Employed by:** NCBIS to support the vision, positive ethos and policies of the school.

**Responsible to:** Head of Learning Support

**Qualifications:** Degree and PGCE, QTS or equivalent

**Experience:** Minimum 3 years teaching or other relevant experience e.g. coaching, youth work

**KEY DUTIES OF THE ROLE:**

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| **SAFEGUARDING DUTIES** |
| * To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004 in relation to child protection and safeguarding children and young people as this applies to the teacher's role within the school. * To ensure that the designated member of staff for child protection is made aware and kept fully informed of any concerns which the post holder may have in relation to safeguarding and/or child protection. |
| **TEACHING DUTIES** |
| **A Set high expectations which inspire, motivate and challenge pupils** |
| * establish a safe and stimulating environment for pupils, rooted in mutual respect * set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions * demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils |
| **B Promote good outcomes and progress by pupils** |
| * encourage acceptance and inclusion of pupils with additional needs * be accountable for pupils’ attainment, progress and outcomes * be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these * guide pupils to reflect on the progress they have made and their emerging needs * assist the class teacher/subject teacher and Head of Learning Support (and other professionals as appropriate), in the development of a suitable programme of support for the pupil * if appropriate, to work with other pupils to provide all pupils the experience of working in a group * teaching is consistently challenging, with high Students achievement. Students of all abilities are challenged |
| **C Demonstrate good subject and curriculum knowledge** |
| * knowledge and understanding of best practice in special education and inclusion * demonstrate a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings |

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| **D Plan and teach well structured lessons** |
| * promote a love of learning and children’s intellectual curiosity * contribute to the design and provision of an engaging curriculum within the relevant subject area(s) * teach withdrawal groups and support in-class as directed by the Head of Learning Support |
| **E Adapt teaching to respond to the strengths and needs of all pupils** |
| * have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these * demonstrate a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them |
| **F Make accurate and productive use of assessment** |
| * demonstrate effective use of assessment to monitor student progress * use relevant data to monitor progress, set targets, and plan subsequent lessons * give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback * provide regular feedback about the pupil to the class/subject teachers and Head of Learning Support and contribute to review meetings of a pupil’s progress * contribute to the report writing process |
| **G Manage behaviour effectively to ensure a good and safe learning environment** |
| * have high expectations, clear rules and routines for behaviour, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy * work with pupils and other colleagues to provide support and advice to ensure behaviour is not a barrier to learning |
| **H Fulfill wider professional responsibilities** |
| * demonstrate a positive contribution to the wider life and ethos of the school * take responsibility for improving teaching through appropriate professional development by working collaboratively and responding to advice and feedback from colleagues * communicate effectively across the school community * undertake duties and administrative tasks * be sensitive to and aware of the need to maintain appropriate confidentiality in all matters relating to pupils on the Learning Support register |
| **G Internationalism/ Global Citizenship** |
| * promote the school’s understanding of internationalism and global citizenship * promote development of the Learner Profile |